

New York State School Report Card Comprehensive Information Report

BEDS Code: 68-08-01-04-0001
 Name: Dundee Junior-Senior High School
 Principal: Michael A. Chirco Jr.

Grade Range : 7-12

Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	75	78	76
Eighth	74	83	77
Ninth	84	78	82
Tenth	79	76	68
Eleventh	67	67	67
Twelfth	70	69	67
Ungraded Secondary	0	0	0
Total K-12 Enrollment	449	451	437

Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.9%	3	0.7%	1	0.2%
Black (Not Hispanic)	4	0.9%	5	1.1%	5	1.1%
Hispanic	1	0.2%	2	0.4%	2	0.5%
White (Not Hispanic)	440	98.0%	441	97.8%	429	98.2%

Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	17	20	19
Mathematics Grade 8	16	17	21
Science Grade 8	17	21	19
Social Studies Grade 8	17	21	20
English Grade 10	20	19	16
Mathematics Grade 10	15	15	12
Science Grade 10	12	12	12
Social Studies Grade 10	20	20	17

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
47	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.2%	0	0.0%	0	0.0%
Eligible for Free Lunch	110	24.5%	81	18.0%	88	20.1%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.8%		92.5%		92.8%
Student Suspensions	36	7.5%	36	8.0%	43	9.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	6.7%	12.6%	10.5%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	96%	91%	100%

Staff Counts

Staff	2002–2003
Total Teachers	36
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	53	29	55%	57	32	56%	59	37	63%
Students with Disabilities	7	2	29%	2	0	0%	4	0	0%
All Students	60	31	52%	59	32	54%	63	37	59%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	22	2	4	13	0
Percent	35%	35%	3%	6%	21%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	3	7

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			7		3	
	Entered GED Program*			4		4	
	Total Noncompleters			11		7	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			0		0	
	Total Noncompleters			3		0	
All Students	Dropped Out	5	1.7%	10	3.4%	3	1.1%
	Entered GED Program*	8	2.7%	4	1.4%	4	1.4%
	Total Noncompleters	13	4.3%	14	4.8%	7	2.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		146	135
	Number of Students with Disabilities		15	18
	Number of All Students		161	153
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		259	254
	Number of Students with Disabilities		31	30
	Number of All Students		290	284
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	41	90%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	88%	0	0%	3	#

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	3	#	3	#
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	3	#
Writing	0	0%	0	0%	3	#
Global Studies	0	0%	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	1	#	1	#
Science	1	#	0	0%	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	0	0%	0	0%	1	#
U.S. Hist & Gov't	1	#	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	64	66	63	5	4	0
Number Scoring 55–100	63	66	61	4	#	0
Number Scoring 65–100	62	62	59	4	#	0
Number Scoring 85–100	24	38	38	0	#	0
Percentage of Tested Scoring 55–100	98%	100%	97%	80%	#	0%
Percentage of Tested Scoring 65–100	97%	94%	94%	80%	#	0%
Percentage of Tested Scoring 85–100	38%	58%	60%	0%	#	0%
Mathematics A						
Number Tested	0	25	51	0	3	3
Number Scoring 55–100	0	17	40	0	#	#
Number Scoring 65–100	0	10	38	0	#	#
Number Scoring 85–100	0	4	12	0	#	#
Percentage of Tested Scoring 55–100	0%	68%	78%	0%	#	#
Percentage of Tested Scoring 65–100	0%	40%	75%	0%	#	#
Percentage of Tested Scoring 85–100	0%	16%	24%	0%	#	#
Mathematics B (first administered June 2001)						
Number Tested	0	0	31	0	0	0
Number Scoring 55–100	0	0	23	0	0	0
Number Scoring 65–100	0	0	21	0	0	0
Number Scoring 85–100	0	0	8	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	74%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	26%	0%	0%	0%
Global History and Geography						
Number Tested	70	70	55	12	1	5
Number Scoring 55–100	70	68	53	12	#	4
Number Scoring 65–100	69	62	51	11	#	4
Number Scoring 85–100	34	22	20	2	#	1
Percentage of Tested Scoring 55–100	100%	97%	96%	100%	#	80%
Percentage of Tested Scoring 65–100	99%	89%	93%	92%	#	80%
Percentage of Tested Scoring 85–100	49%	31%	36%	17%	#	20%
U.S. History and Government (first administered June 2001)						
Number Tested	62	67	60	4	3	1
Number Scoring 55–100	61	67	60	#	#	#
Number Scoring 65–100	57	62	60	#	#	#
Number Scoring 85–100	23	23	31	#	#	#
Percentage of Tested Scoring 55–100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	92%	93%	100%	#	#	#
Percentage of Tested Scoring 85–100	37%	34%	52%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	51	46	46	2	0	1
Number Scoring 55–100	51	46	45	#	0	#
Number Scoring 65–100	50	45	44	#	0	#
Number Scoring 85–100	5	10	11	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	98%	98%	96%	#	0%	#
Percentage of Tested Scoring 85–100	10%	22%	24%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	54	64	43	3	2	0
Number Scoring 55–100	52	63	42	#	#	0
Number Scoring 65–100	46	56	40	#	#	0
Number Scoring 85–100	17	19	10	#	#	0
Percentage of Tested Scoring 55–100	96%	98%	98%	#	#	0%
Percentage of Tested Scoring 65–100	85%	88%	93%	#	#	0%
Percentage of Tested Scoring 85–100	31%	30%	23%	#	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		15	9		0	0
Number Scoring 55–100		15	7		0	0
Number Scoring 65–100		13	6		0	0
Number Scoring 85–100		1	0		0	0
Percentage of Tested Scoring 55–100		100%	78%		0%	0%
Percentage of Tested Scoring 65–100		87%	67%		0%	0%
Percentage of Tested Scoring 85–100		7%	0%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	28	16	11	1	0	0
Number Scoring 55–100	28	16	11	#	0	0
Number Scoring 65–100	28	16	11	#	0	0
Number Scoring 85–100	14	0	4	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	0%	36%	#	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	11	7	27	0	0	0
Number Scoring 55–100	11	7	27	0	0	0
Number Scoring 65–100	11	7	26	0	0	0
Number Scoring 85–100	6	5	19	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	55%	71%	70%	0%	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	67	47	0	5	0	0
Number Scoring 55–100	59	36	0	4	0	0
Number Scoring 65–100	51	31	0	2	0	0
Number Scoring 85–100	16	5	0	0	0	0
Percentage of Tested Scoring 55–100	88%	77%	0%	80%	0%	0%
Percentage of Tested Scoring 65–100	76%	66%	0%	40%	0%	0%
Percentage of Tested Scoring 85–100	24%	11%	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	44	56	4	0	2	0
Number Scoring 55–100	37	45	#	0	#	0
Number Scoring 65–100	35	35	#	0	#	0
Number Scoring 85–100	13	8	#	0	#	0
Percentage of Tested Scoring 55–100	84%	80%	#	0%	#	0%
Percentage of Tested Scoring 65–100	80%	62%	#	0%	#	0%
Percentage of Tested Scoring 85–100	30%	14%	#	0%	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	67	100%	44	100%	0	0%
Students with Disabilities	5	100%	7	100%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	71	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	73	0%	37%	52%	11%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	61	61	61	5	5	5	66	66	66
Number Scoring 55–64	0	4	2	0	0	1	0	4	3
Number Scoring 65–84	28	31	41	3	3	2	31	34	43
Number Scoring 85–100	32	24	16	0	0	0	32	24	16
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)